

 Research Article

Enhancing Critical Thinking through Shakespeare's Sonnet 116: A Problem-Based Approach in a Cross-Cultural Middle School Classroom

Rachid Bendraou¹ , Yi-Huang Shih² , Sana Sakale¹ , Taoufik Alaoui Hichami¹ 

¹Faculty of Languages, Letters, and Arts, Ibn Tofail University, Kenitra, Morocco

²Center of Teacher Education, Minghsin University of Science and Technology, Hsinchu, Taiwan

Abstract

This study investigates how Shakespeare's Sonnet 116 is used as a resource to encourage critical thinking among third-year middle school students in a multiculturally mixed classroom setting in Morocco. Twenty-five students were involved in a learning intervention in the PBL (problem-based learning) framework, with a focus on collaborative inquiry, cultural interpretation, and performance activities. A one-group pre-test/post-test design was used in this study to examine differences in the students' critical thinking from prior to the intervention toward after the intervention. Findings suggested that students had learned to interpret literary topics, negotiate abstractions such as love or fidelity, and relate these to their real circumstances. Discussion and production outside of the sonnet had encouraged students to exercise their interpretive skills, and they had gained experience in cognition, argumentation, and reflection. The results provide evidence of the potential of embedding classics in contemporary pedagogy, such as PBL, to stimulate students' cognitive engagement and promote intercultural understanding. The study also demonstrates the way Shakespeare's works, if contextualized effectively, can overcome cultural frontiers and offer wider possible resources for literacy and critical understanding. The findings suggest that literature-based instruction can offer benefits beyond the development of academic literacy skills, in helping shape open-minded, reflective individuals who can engage in thoughtful exploration of diverse views. In the final analysis, the paper supports the pedagogical benefit of using Shakespeare in Moroccan schools and calls for both lovers of literature and lovers of education to tap into literature as a conduit for critical and culturally responsive pedagogy. These educational strategies enhance classroom conversation, foster interpretative independence, cultivate empathy, promote student agency, and stimulate profound engagement with many human experiences.

Keywords: Critical Thinking, Problem-Based Learning, Shakespeare's Sonnet 116

✉ Correspondence

Rachid Bendraou
rachidbendraou5@gmail.com

Received

May 5, 2025

Accepted

August 10, 2025

Published

November 3, 2025

Citation: Bendraou, R., Shih, Y.-H., Sakale, S., & Hichami, T. A. (2025). Enhancing critical thinking through Shakespeare's Sonnet 116: A problem-based approach in a cross-cultural middle school classroom. *Journal of Research in Education and Pedagogy*, 2(4), 642–649.

DOI: [10.70232/jrep.v2i4.119](https://doi.org/10.70232/jrep.v2i4.119)

© 2025 The Author(s).

Published by
Scientia Publica Media



This is an open access article distributed under the terms of the Creative Commons Attribution-NonCommercial License.

1. INTRODUCTION

Shakespeare's works have been regarded for their universality and immortality, enchanting readers and audiences for ages. However, its incorporation into modern schools, particularly in non-Anglophone settings, poses both possibilities and obstacles. The current study examines the efficacy of using Shakespeare's Sonnet 116 (Shakespeare, 1968), *Sonnets*, 1609. Payson & Clarke to develop critical thinking abilities in Moroccan middle school pupils via a problem-based learning (PBL) framework. This project seeks to elucidate how the integration of literary analysis and collaborative problem-solving might promote intellectual development and cultural participation.

Critical thinking is widely seen as an essential educational goal in the 21st century, enabling students to examine, evaluate, and integrate information in a swiftly evolving setting. The Moroccan school system

has started to emphasize critical thinking abilities, mirroring wider worldwide trends. Implementing such pedagogies necessitates specific strategies that align with students' experiences and cultural settings. This study furthers this initiative by examining how Shakespeare's works might be adapted to promote critical thinking in many educational environments.

The choice of Sonnet 116 is intentional since the poem's consideration of love's permanence offers an important framework for study and discussion. The universal themes encourage students to relate the work to their own experiences and cultural viewpoints, fostering debates that transcend the classroom. Furthermore, the intricate structure of Shakespeare's language compels students to participate in higher-order thinking, analyzing metaphors, and understanding intricate concepts, which are vital elements of critical thinking.

This study is directed by the following research question: What is the effect of integrating problem-based learning with Shakespeare's Sonnet 116 on the enhancement of critical thinking abilities in Moroccan middle school students? The aims are threefold: first, to assess the efficacy of a PBL framework in improving critical thinking; second, to investigate the function of literature in fostering cultural interaction; and third, to provide practical insights about instructing Shakespeare in non-Anglophone surroundings.

1.1. Shakespeare in Cross-Cultural Education

Shakespeare's corpus is considered a fundamental element of English literature, known for its examination of global topics and linguistic skill (MacGregor, 2021). (Semler et al., 2023) In non-Anglophone contexts, his works facilitate cross-cultural education, providing students with insights into Western literary traditions and enabling critical reflections on their cultural values (Sawyer & Panjwani, 2017). Sonnet 116, highlighting the eternal essence of real love, offers a rich foundation for research, encouraging students to connect with concepts that transcend cultural borders.

Studies on Shakespearean pedagogy highlight the adaptability of his works across many educational settings. Sawyer and Panjwani (2017) assert that Shakespeare's universal themes, including love, ambition, and power, make his plays and poetry accessible to students globally. Still, they emphasize the difficulties of teaching Shakespeare in cross-cultural settings, where language obstacles and cultural disparities may impede understanding. Effective teaching tools, including scaffolding and contextualizing, are crucial for addressing these problems and enabling students to interact meaningfully with Shakespeare's writings.

1.2. Critical Thinking in Literature Education

Critical thinking is a key objective of education (Purnama, 2024), especially in the field of literature. According to Facione (1990), critical thinking is the capacity to analyze, evaluate, and synthesize information (Agustin, Afrizal, & Irwanto, 2024), which is required for navigating complicated texts and ideas (Facione, 1990). Literature offers a unique opportunity for students to develop such abilities because they must understand language, assess themes, and establish connections between the book and their own lived experiences.

The study of Shakespeare is very beneficial for developing critical thinking. His writings are distinguished by linguistic intricacy and thematic depth, which encourage pupils to interact with various levels of meaning (Manlove, 2020). As students examine Shakespeare's use of metaphor and imagery, they gain analytical skills that may be applied to a variety of texts and circumstances (Hakes, 2008). Furthermore, the universal themes in Shakespeare's works enable students to consider their relevance to current concerns, therefore developing higher-order thinking abilities (Jeyaraj, 2017).

Critical thinking studies on literary education emphasize the value of active, student-centred learning strategies (Bendraou & Sakale, 2023). According to Hmelo-Silver (2004), problem-based learning (PBL) is very effective in developing critical thinking abilities (Hmelo-Silver, 2004). In a PBL framework, students work on real-world issues that need collaborative investigation and critical thinking to solve (Birgili, 2015; Masek & Yamin, 2011; Razak et al., 2022; Thorndahl & Stentoft, 2020). This technique is consistent with the aims of literary instruction, since it encourages students to actively interact with texts and build their own interpretations.

1.3. Problem-Based Learning and Shakespearean Pedagogy

Problem-based learning (PBL) originated in medical education but has since been extensively embraced across various fields as a method of cultivating critical thinking and problem-solving abilities (Baden & Major, 2004). PBL is distinguished by its emphasis on student-centered learning, which involves students working together to resolve intricate, real-world issues (Peterson, 2010). Traditional, lecture-based instruction frequently prioritizes rote memorization and active engagement, in contrast to this method (Tan, 2021).

There are numerous advantages to incorporating PBL into Shakespearean pedagogy (McPherson, 2020). Initially, it converts the study of Shakespeare from a passive exercise to an interactive one. In a PBL framework, students actively investigate the relevance of Shakespeare's works to contemporary issues rather than solely analyzing his language and themes (Hansen, 2023). For instance, Sonnet 116 can be interpreted and applied in cutting-edge, culturally diverse contexts as a problem that must be resolved: How can Shakespeare's concept of "unchanging love" be understood and implemented? This guiding question motivates students to synthesize their discoveries in innovative manners, evaluate the themes of the sonnet, and analyze its language. McCarthy (2019) demonstrates the efficacy of active learning methodologies in teaching Shakespearean subjects, indicating that student-led discussions and collaborative problem-solving enhance comprehension and engagement. The study by McEvoy and Cox (2022) introduces the concept of "response-able pedagogy," which fosters student agency in learning via interactive and performative interaction with Shakespearean texts.

Secondly, PBL fosters collaborative learning (Karantzas et al., 2013), which is especially beneficial in cross-cultural classrooms. Students can enrich each other's ideas and exchange their unique perspectives by collaborating in groups (Hidayatullah & Setiawan, 2024). This collaborative process not only promotes cooperation and cultural dialogue but also enhances critical thinking (Sellnow & Ahlfeldt, 2005). PBL is particularly effective in the development of higher-order thinking skills, as students are compelled to analyze, evaluate, and synthesize information to solve problems, according to research conducted by Hmelo-Silver (2004).

2. METHODS

2.1. Research Design

The one-group pre-test/post-test design is ideal for the present study because it allows for the assessment of change over time within the same participant group, controlling for individual differences that might influence the results. When doing studies in education where the effect of an intervention on a particular group is evaluated, such a strategy is useful (Cook et al., 1979). The one-group pre-test/post-test design provides an effective tool to assess the efficacy of educational interventions in practical settings. This study involved 25 third-year middle school students engaging in a problem-based learning framework that prioritized collaborative questioning, cultural reflection, and performance-based tasks, with a specific emphasis on the literary analysis of Shakespeare's sonnet "Let me not to the marriage of true minds." The pre-test set a baseline for the students' critical thinking abilities, while the post-test, conducted following the intervention, evaluated any improvements in their performance. This direct comparison of pre- and post-test results offers significant insights into the influence of the PBL framework on improving students' critical thinking and analytical abilities.

Furthermore, the one-group pre-test/post-test design is both functional and effective in classrooms where time and resources are frequently restricted (Shadish et al., 2002). It eliminates the necessity for a control group, which may be difficult to implement in contexts where each pupil necessitates personalized instruction. The efficacy of the problem-based learning (PBL) intervention was evaluated in this study by comparing the results of the same group of 25 third-year middle school pupils before and after engaging in PBL guidelines that were based on the analysis of Shakespeare's sonnet "Let me not to the marriage of true minds." This design was employed by the researcher. This design enables a direct comparison of students' analytical abilities, thereby providing valuable insights into the intervention's impact on the development of critical thinking and analytical skills. Consequently, the one-group pre-test/post-test design is the most appropriate approach in this context.

2.2. Participants and Research Setting

The study consisted of 25 third-year middle school students at TAZI School in Casablanca, Morocco, who participated in a problem-based learning intervention focused on collectively reading and analyzing the Shakespearean sonnet "Let me not to the marriage of true minds." This pedagogical approach emphasized shared inquiry, cultural reflection, and performative tasks for the purpose of creating opportunities for students to enhance their analytical and interpretative skills. Approval was secured from the school, and active steps were taken to ensure confidentiality, to protect the rights of the participants, and to ensure their safety. The experimental group comprised 9 male and 16 female participants, allowing for analysis of gender differences in response to PBL, thus improving the relevance and validity of the study results.

2.3. Instruments

The pre-test represented a baseline measure of the students' critical thinking skills, and the post-test was given after the intervention to measure improvement in their performance. This direct comparison of the pre- and post-test results gave ample perspective on the degree to which the PBL model affected the development of students' cognitive processes, analytical, and critical thinking.

A group of 15 second-grade students took part in test-retest piloting (Thabane et al., 2010), taking pre- and post-tests identical to the main study test. The two-week pilot confirmed the testing instruments' reliability, which improved assessment consistency (Cohen et al., 2007). This procedure enabled the researcher to examine the test's consistency and make any modifications needed before the final use. Cronbach's alpha demonstrated a high level of internal consistency, which confirmed the test's reliability and validity.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
0.85	2

A Cronbach's Alpha of 0.85 signifies strong internal consistency, indicating that the two items on the scale consistently measure the same construct. This degree of reliability indicates that the items are strongly connected and function effectively in accordance to provide consistent outcomes. A value of 0.85 on a two-item scale is deemed strong, confirming the scale's consistency.

2.4. Data Analysis

The intervention, focused on Shakespeare's sonnet "Let me not to the marriage of true minds," was carried out at TAZI School in Casablanca, Morocco, using a PBL paradigm. The teacher-researcher established reliability by obtaining school authorization, ensuring participant confidentiality, and respecting their rights and safety. The experimental group, consisting of 16 female and 9 male students, participated in exercises aimed at enhancing critical thinking and enriching their interpretative comprehension of the sonnet's topics. A pre-test was conducted to evaluate their preliminary thinking and problem-solving skills. The PBL activities included collaborative discussions, scenario-based problem-solving derived from the sonnet, and creative tasks, including the production of alternate endings or contemporary adaptations. The group's variety enhanced the study's validity and offered insights into gender-specific reactions to literary education. A post-test was conducted at the end of the session to assess advancements in analytical and critical thinking abilities.

The intervention lasted two months and included eight weekly sessions (First semester 2024-2025 season), each two hours in duration. Students examined the sonnet from several perspectives, starting with its language and themes, advancing to literary methods such as metaphor and imagery, and ultimately conducting cultural comparisons between Moroccan and Western concepts of love. They engaged in group conversations about unconditional love, contemplated the sonnet's significance in current Moroccan culture, and analyzed its themes within modern situations. Performance-based activities enabled the integration of Shakespearean language with Moroccan storytelling traditions, thus connecting literary

analysis to practical connections and problem-solving. A paired sample t-test was performed using SPSS software to evaluate the intervention's effect by comparing pre- and post-test results. This technique, suitable for related samples, assessed whether the observed gains were statistically significant, with findings deemed relevant at the $p < .05$ level, signifying a 95% confidence that the changes were from the instructional strategy rather than individual variation.

3. RESULTS

The results of the one-sample t-test and one-sample statistics for the study population in evaluating the efficacy of an intervention are shown in the following tables. The data, which includes mean scores, standard deviations, and standard errors, sheds light on the participants' performance both before and after the test. By comparing the mean differences for the pre-test and post-test to a test value of 0, the one-sample t-test further examines the statistical significance of the findings. These findings are essential for assessing how the intervention affected the participants' targets for learning.

Table 2. One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Experimental Group	25	9.4400	2.95917	.59183
Post-test Experimental Group	25	13.7600	2.00582	.40116

The experimental group's score greatly improved from the pre-test to the post-test, according to the one-sample statistics. The mean score before testing was 9.44 (SD = 2.96, SE = 0.59), and it rose to 13.76 (SD = 2.01, SE = 0.40) after the test. This suggests that after the positive PBL intervention, the group's mean score increased significantly.

Table 3. One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre-test Experimental Group	15.950	24	.000	9.44000	8.2185	10.6615
Post-test Experimental Group	34.300	24	.000	13.76000	12.9320	14.5880

The experimental group's scores improved substantially from the pre-test to the post-test, based on the one-sample t-test findings. The one-sample t-test revealed a significant change from 0 ($t(24) = 15.95$, $p < .001$, with a mean difference of 9.44 and a 95% confidence interval spanning from 8.22 to 10.66. The pre-test mean score was 9.44 (SD = 2.96). Likewise, the mean score on the post-test was 13.76 (SD = 2.01), representing a 95% confidence range between 12.93 and 14.59 and a significant change from 0 ($t(24) = 34.30$, $p < .001$). These findings show that the group's performance rose dramatically and practically after the intervention. This implies that the participants' critical thinking skills were greatly affected by the experimental treatment based on PBL and the sonnet. The effectiveness of the intervention is shown by the increase in scores from the pre-test to the post-test.

4. DISCUSSION

The findings of this study are in line with previous research and support a few important aspects that have been highlighted in prior studies.

First, this study demonstrates that Shakespeare's sonnets—especially Sonnet 116—have a great deal of potential to develop critical thinking abilities. This is in line with other research that emphasizes the intricacy of Shakespeare's language and the universal themes present throughout his works, such as that done by Manlove (2020) and Jeyaraj (2017). These elements of Shakespeare's work encourage critical thinking by offering many chances for in-depth examination and intellectual discussion. This viewpoint is supported by the study's findings, which show that students' critical thinking skills improved after reading Sonnet 116. In line with the assertions of researchers who support the use of Shakespeare in the classroom

to foster higher-order cognitive abilities, students showed an increased capacity to analyze, assess, and synthesize the sonnet's ideas (Hakes, 2008).

Additionally, this study emphasizes how well Problem-Based Learning (PBL) fosters critical thinking. PBL is often cited in the literature as a teaching strategy that improves students' capacity for critical thought and problem-solving. Thorndahl and Stentoft (2020) and Hmelo-Silver (2004) stress that PBL requires students to think critically and base their judgments on evidence and analysis while also encouraging the sharing of knowledge. The results of this research support these opinions as teaching Shakespeare using PBL led to observable gains in students' critical thinking, demonstrating the effectiveness of this strategy in developing higher-order thinking abilities.

The study also emphasizes the value of collaborative learning and culturally relevant education. Scholars like McPherson (2020) and Sawyer and Panjwani (2017) contend that introducing cultural context into Shakespeare instruction may help non-Anglophone students better comprehend and interact with Western classics. These assertions are supported by the study's results, which showed that Moroccan students were able to have fruitful cross-cultural conversations and relate Sonnet 116's themes to their own cultural experiences. The students demonstrated the universality of Shakespeare's works by analyzing the sonnet not just as foreign literature but also as something that spoke to their own experiences.

Lastly, the study's conclusions about the value of group problem-solving align with research on how peer cooperation promotes critical thinking. Collaborative learning enables students to discuss diverse viewpoints, question one another's ideas, and improve their thinking, claim Hmelo-Silver (2004) and Karantzas et al. (2013). This research demonstrates the importance of cooperative problem-solving in fostering intellectual growth by showing how students' participation in group discussions and creative projects within the PBL framework significantly improved their critical thinking abilities on both an individual and group level.

Overall, the study's findings support and complement the body of research on Shakespeare's capacity to cultivate critical thinking, the benefits of PBL as an instructional strategy, and the value of collaborative, culturally relevant learning in promoting intellectual development. The study provides empirical evidence of how these instructional techniques may be effectively used in a Moroccan educational system, in addition to validating the theoretical frameworks covered in previous studies.

The effectiveness of Sonnet 116 in creating critical thinking in Moroccan students can be attributed to numerous related factors. The common theme of love was an obvious point of entry that spoke universally across cultural divides and created a sense of emotional and intellectual investment. This resonates with the concept of "response-able pedagogy" by McEvoy and Cox (2022), where literature has the greatest influence when students are called upon to respond to human issues cutting across history and language variations. The linguistic intricacy of Shakespeare's sonnet posed a cognitive hurdle to attentive reading, interpretation, and paraphrasing, thereby triggering higher-order thinking. The results confirm Agustin et al. (2024), who clarified that difficult problems incorporated in collaborative learning contexts, such as Numbered Heads Together, require students to evaluate, reason, and synthesize solutions—critical thinking's vital components. Furthermore, the peer focus of the PBL activities permitted intense levels of peer talk and dialogic reflection, which facilitated students to build on one another's contributions and reach consensus about meaning. This dynamic process embodies the constructivist principles elucidated in Purnama's (2024) bibliometric review of critical thinking scholarship to posit the critical importance of learner engagement and metacognitive debate in developing evaluative abilities.

This research has significant implications for curriculum design, teacher education, and instructional practice, particularly in multilingual and multicultural contexts. The integration of Project-Based Learning (PBL) with literary texts like Shakespeare presents a significant component for reconceptualizing the pedagogy of canonical texts, in alignment with McCarthy's (2019) advocacy of active learning strategies in teaching literature.

According to Bendraou and Sakale (2023), combining narrative and problem-solving techniques may greatly improve critical thinking in middle schools in Morocco. Because of this, the PBL paradigm outlined in this article may be modified to fit a range of academic disciplines and literary works, providing a scalable and contextually relevant technique. Shakespeare's inclusion in these frameworks might enhance the

development of globally relevant competences like empathy, interpretive flexibility, and teamwork—skills that are becoming more and more important in education for the twenty-first century.

5. CONCLUSION

This research underscores the important role of literature, especially Shakespeare's Sonnet 116, in promoting critical thinking among pupils. The results demonstrate that interacting with intricate literary works not only improves students' analytical abilities but also prompts them to contemplate universal issues that transcend historical and cultural boundaries. The examined pedagogical procedures, including Problem-Based Learning (PBL) and culturally useful pedagogy, demonstrate efficacy in fostering cooperation, inquiry, and enhanced engagement with the content. By incorporating such techniques into the classroom, educators may cultivate an atmosphere conducive to critical thinking, enabling students to engage in autonomous and imaginative thought processes.

Still, this study has some limitations. The study was done in a particular classroom setting, which may not apply to different educational situations or cultural backgrounds. The research concentrated on a limited number of literary works; broadening the scope to include a greater diversity of genres and writers might provide more extensive insights into the evolution of critical thinking via literature.

Considering these limitations, further study may investigate the influence of varied literary texts from different cultures on critical thinking, along with the enduring impacts of various educational practices on students' academic achievement and personal growth. Moreover, teachers may explore the use of digital technologies and collaborative online platforms for enhancing student participation and interaction in the evaluation of literary works.

Acknowledgment. We thank Tazi School for providing the necessary facilities and resources to conduct this research.

Research Ethics. This study received Tazi School ethics approval on 10 September 2024.

Data Availability Statement. All data can be obtained from the corresponding author.

Conflicts of Interest. The authors declare no conflicts of interest.

Funding. This research received no external funding.

REFERENCES

- Agustin, G. P., Afrizal, A., & Irwanto, I. (2024). Analysis of students' critical thinking abilities through the Numbered Heads Together (NHT) cooperative learning model on the topic of buffer solutions. *Journal of Research in Education and Pedagogy*, 1(1), 1–10. <https://doi.org/10.70232/zfd29e68>
- Baden, M. S., & Major, C. H. (2004). *Foundations of problem-based learning*. McGraw-Hill Education.
- Bendraou, R., & Sakale, S. (2023). The impact of problem-based learning and reading stories on the development of Moroccan middle school students' critical thinking skills. *Journal of English Language Teaching and Applied Linguistics*, 5(2), 74–80. <http://dx.doi.org/10.32996/jeltal.2023.5.2.9>
- Birgili, B. (2015). Creative and critical thinking skills in problem-based learning environments. *Journal of Gifted Education and Creativity*, 2(2), 71–80. <https://dergipark.org.tr/en/download/article-file/516543>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. Routledge.
- Cook, T. D., Campbell, D. T., & Day, A. (1979). *Quasi-experimentation: Design & analysis issues for field settings* (Vol. 351). Houghton Mifflin.
- Facione, P. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction (The Delphi Report)*. California Academic Press.
- Hakes, B. (2008). *When critical thinking met English literature: A resource book for teachers and their students*. How to Books.
- Hansen, C. (2023). *Shakespeare and Place-Based Learning*. Cambridge University Press.

- Hidayatullah, & Setiawan, B. (2024). Empowering students' collaborative skills sustainably by utilizing problem-based learning as an instructional strategy in online learning. *Cogent Education*, 11(1), 2362006. <https://doi.org/10.1080/2331186X.2024.2362006>
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16, 235–266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Jeyaraj, J. S. (2017). Understanding Shakespeare through Socratic Questioning. *American College Journal of English Language and Literature*, 6, 57–60. <http://dx.doi.org/10.2139/ssrn.3486381>
- Karantzas, G. C., Avery, M. R., Macfarlane, S., Mussap, A., Tooley, G., Hazelwood, Z., & Fitness, J. (2013). Enhancing critical analysis and problem-solving skills in undergraduate psychology: An evaluation of a collaborative learning and problem-based learning approach. *Australian Journal of Psychology*, 65(1), 38–45. <https://doi.org/10.1111/ajpy.12009>
- MacGregor, A. (2021). To Teach or Not to Teach: Is Shakespeare Still Relevant to Today's Students? *School Library Journal*, 4. <https://www.slj.com/story/to-teach-or-not-to-teach-is-shakespeare-still-relevant-to-todays-students-libraries-classic-literature-canon>
- Manlove, C. N. (2020). *Critical thinking: A guide to interpreting literary texts*. Wipf and Stock Publishers.
- Masek, A., & Yamin, S. (2011). The effect of problem-based learning on critical thinking ability: A theoretical and empirical review. *International Review of Social Sciences and Humanities*, 2(1), 215–221.
- McCarthy, M. (2019). Active learning principles with illustrations from Shakespeare. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 92(2), 49–54. <https://doi.org/10.1080/00098655.2019.1705752>
- McEvoy, J., & Cox, K. (2022). Response-able pedagogy: Teaching through Shakespeare in a time of crisis. *Teaching in Higher Education*, 27(7), 915–929. <https://doi.org/10.1080/14759551.2022.2031198>
- McPherson, J. (2020). Active Learning Principles with Illustrations from Shakespeare Education. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(1), 42–49. <http://dx.doi.org/10.1080/00098655.2019.1705752>
- Peterson, E. (2010). Problem-based learning as a teaching strategy. *Critical Library Instruction: Theories and Methods*, 71–80.
- Purnama, Y. D. (2024). Research trends in critical thinking: Bibliometric analysis using VOSviewer (1994–2023). *Journal of Research in Education and Pedagogy*, 1(1), 30–45. <https://doi.org/10.70232/wdvegb78>
- Razak, A. A., Ramdan, M. R., Mahjom, N., Zabiti, M. N. M., Muhammad, F., Hussin, M. Y. M., & Abdullah, N. L. (2022). Improving critical thinking skills in teaching through problem-based learning for students: A scoping review. *International Journal of Learning, Teaching and Educational Research*, 21(2). <https://doi.org/10.26803/ijlter.21.2.19>
- Sawyer, R., & Panjwani, V. (2017). Introduction: Shakespeare in Cross-Cultural Spaces. *Multicultural Shakespeare: Translation, Appropriation, and Performance*, 15, 9–14.
- Sellnow, D. D., & Ahlfeldt, S. L. (2005). Fostering critical thinking and teamwork skills via a problem-based learning (PBL) approach to public speaking fundamentals. *Communication Teacher*, 19(1), 33–38. <https://doi.org/10.1080/1740462042000339258>
- Semler, L. E., Hansen, C., & Manuel, J. (2023). *Reimagining Shakespeare Education*. Cambridge University Press.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). Quasi-experiments: Interrupted time-series designs. In *Experimental and Quasi-Experimental Designs for Generalized Causal Inference* (pp. 171–205).
- Shakespeare, W. (1968). *Sonnets, 1609*. Payson & Clarke.
- Tan, O.-S. (2021). *Problem-based learning innovation: Using problems to power learning in the 21st century*. Gale Cengage Learning.
- Thabane, L., Ma, J., Chu, R., Cheng, J., Ismaila, A., Rios, L. P., Robson, R., Thabane, M., Giangregorio, L., & Goldsmith, C. H. (2010). A tutorial on pilot studies: the what, why, and how. *BMC Medical Research Methodology*, 10, 1–10. <https://doi.org/10.1186/1471-2288-10-1>
- Thorndahl, K. L., & Stentoft, D. (2020). Thinking critically about critical thinking and problem-based learning in higher education: A scoping review. *Interdisciplinary Journal of Problem-Based Learning*, 14(1). <http://dx.doi.org/10.14434/ijpbl.v14i1.28773>